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ABSTRACT

As one phase of "Strengthening Navajo Education," a Navajo Division of Education program initiated in 1976, this conference focused on the role of the parent in ensuring appropriate services for the exceptional Navajo child. The one-day meeting, attended by 132 parents from 27 communities, had the following goals: (1) to identify the issues that concern parents of a handicapped child, (2) to provide information about special education programs on the Navajo Reservation, (3) to increase parents' knowledge of legislation pertaining to special education and child development, (4) to provide specific information on Public Law 94-142 (education of all handicapped children), and (5) to facilitate agency coordination of services for the handicapped. The conference report includes the keynote address by Reginald Begaye, outlines of the workshop sessions, conference evaluations, and an overall summary of conference effectiveness. Evaluations, submitted by workshop leaders and by six individuals chosen for their educational background and involvement with special education programs on the Navajo Reservation, will guide planning of further education training activities for parents. (JH)

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REPORT ON
FIRST ANNUAL CONFERENCE FOR PARENTS OF NAVAJO HANDICAPPED CHILDRED

FISCAL YEAR 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SECTION A

INTRODUCTION

Description of the Navajo Special Education Program:

In 1976, the Navajo Division of Education initiated "Strengthening Navajo Education" which consists of four (4) components. Component II is the present Title IV, Navajo Special Education Planning, Development and Research Project. This Project focuses on assessment, evaluation, and development of ways and means to coordinate existing special education services on the reservation in order to ensure appropriate educational services for the Navajo exceptional child.

Within this plan there are two (2) innovative aspects: One is the coordination and development of a comprehensive, centralized registry compiling data for special education planning and program development, and the other is the unique position with respect to parent involvement. The focus this fiscal year is to identify and expand the role of parents through training and support services so that parents may become more fully involved with the special education opportunities for their children. The Tribe's Division of Education is in a unique position to organize parents to effectively lobby its legislators, as well as, to effectively put advocacy pressures for educational improvements on all local and regional educational and ancillary services, including: Bureau of Indian Affairs (BIA), Public Health Services (PHS), and various state and private agencies.

With the help of the parents, the Tribe's Special Education Project is in a position to determine more accurately what is appropriate and comprehensive in meeting needs and creating educational opportunities for Navajo children. This approach corresponds to the rationale behind public legislation which mandates education for all exceptional children.

The Tribal Special Education Program role centers upon effective coordination of comprehensive services in order to overcome the current fragmentation resulting from diverse service agencies. By serving as liaison between parents, services programs, and the Tribe, both the number of staff as well as the operational costs are kept to a minimum in achieving the goal of improved and comprehensive education for Navajo child-

ren. At the present time, the Navajo Title IV Program Planning Project is considered to have adequate staff and resources for realizing its goal over the next two (2) years. In anticipation that this situation might change with experience, plans for additional and alternative funding are currently being developed by program staff. No alternative to federal funding can be realistically projected at this time given the Tribe's non-tax base, high unemployment and limited cash economy.

If successful, the Navajo Special Education Project can serve as a model for other rural-setting Tribes whereby a small staff with secure funding can achieve substantial improvement for a relatively large and scattered school population served by the typical agencies: BIA, PHS, and public and private education agencies.

For the above reasons, the First Annual Conference for Parents of Navajo Handicapped Children was planned and implemented. The Title IV Project coordinated the conference with other agencies involved with providing services for the handicapped population throughout the Navajo Reservation. The main purposes of the parent conference was to provide useful information to parents of handicapped children. Conference objectives were:

1. To identify the issues that are of concern to parents of a handicapped child.
2. To provide information contained in Public Law 94-142.
3. To provide information on the Special Education Programs on the Navajo Reservation.
4. To facilitate agency coordination.
5. To increase parents' knowledge on legislation pertaining to special education and child development.

With the purpose and objective in mind, the conference was initiated on the campus of Navajo Community College, Tsaile, Arizona on March 22 and 23, 1978.

Mr. Reginald Begaye, Executive Director, A School For Me, Inc. who gave the Keynote Address stated very well, the Tribe's feelings for parents of Navajo handicapped children:

For those of us involved in special education, this may appear to be both the best times; the best in terms of the many forms of support and encouragement

we are experiencing; the worst in terms of the various changes and crisis that occur as we struggle to make special education on the Navajo Reservation a practical reality to meet the needs of the Navajo exceptional population. Things are going very well in the sense that the administration have very positive attitudes towards programming for and education of the exceptional, but it's about time we gave some attention to parents of Navajo exceptional children. Parents need as much attention as the exceptional child. This is a time of great frustration and questioning for parents. Why had these parents been made to carry their burden, alone, for so long? Why had we professionals been so insensitive to their very human needs? Why had we actually created barriers for them along the way? Why had we offered such limited support, so few creative alternatives; so little, praise? Why had we approached them only as problems, rather then the total individuals as they are? How could we forget that parents have feeling of inadequacy as they stand by and watch their child, whom they love so much, slipping further away from the normal world they want to give their child so badly. It is appalling and regretful that time has not offered many answers to these questions or improvements to this deplorable situation.

It is even more astounding how little attention is given by medical doctors, psychologists and educators to the counseling of exceptional persons and their families. The failure to help the exceptional and their families to understand the nature and implications of exceptional more than often causes everyone concerned more pain and suffering than the disability itself. Too many of us professionals who work in this area have continued to hide our own interpersonal inadequacies in test results, medical opinions, case histories and the educational wisdom of the past. We have, in this way, abandoned the handicapped and their families to their own resources. They have been left to discover their own solutions, suffer

their own confusions and fears and experience their own despair. It is no wonder that so many of them have found only surface adjustments or have given into overwhelming anxiety and hostility.

The parent stories are always so similiar. I hear them repeated again and again.

A child is born with a disability, the parents are offered only a bit of medical information and less comfort and hope. The child is sent home. When they ask for help even the doctors, nurses, and social workers seem inarticulate, embarrassed and inadequately prepared to deal with their misfortune. Then begin years of confusion, fears, self-accusation, self-pity, and self-hate. The hours in doctor's offices. The waiting. The continued tests, diagnoses, rediagnoses. The lack of thorough information. The interpretive generalities. The misinformation. The contradictory information. The continual pressures with no release. Not even baby sitters willing to sit for a few hours of relief. The growing family problems. The worries over money and bills. The rising tensions. The arguments. The uncertainty. Feelings of confusion and fear. All the frustrations of any family and so many more. But what to do?

Then, the school battles. Admissions. Labels which are never explained. More re-evaluation! Mounds of records concerning their child in inaccessible files. Anxiety as to whether or not the child will be allowed to stay in school. Threats from school officials, stated and implied.

And the child, what will happen to him as he grows? Concern over his tears, his feelings or isolation, his mounting loneliness, his growing confusion, his sexual fantasies and frustrations, his questions regarding his feelings, his future, his tomorrow. Worry over his mount-

ing anger. Rejection by a world that fear him and which he is more and more coming to fear. Frustration over the fact that his learning ability is not at a normal level, and knows so little about his empty feeling and the growing despair which is devouring him. Special needs, concerns, pressing issues which need to be dealt with at once....but no one to help, no one to talk to, no one who seems to understand. So go the stories.

Though the problems which arise with a disability are often consuming, devastating and complex, it is possible for the handicapped to reach adulthood without guidance being received by either the parents or the individual.

In the past two years, I spent many hours counseling with myself, with handicapped children and with their families. During this time I gained much insight into the very real and unique problems that do exist with the exceptional and their families. As I stand before you today, and as a counselor for Navajo exceptional children I share with you, your frustrations, your hopefulness and your feeling of helplessness. I also know that a exceptional child can learn to develop a skill which as a parent can experience a sense of joy. As a result of these experiences, I have learned a great deal about human strength and dignity.

Surely, this conference is not the answer. It is not meant to be an end, but rather, a modest beginning. It is in a sense a small step toward accepting a challenge. In a larger sense, it is a challenge to parents, special education educators, psychologists, counselors, social workers and physical and occupational therapists, to become more aware of the desperate need the handicapped child and their family have for good, sound, reality--based guidance.

The conference is an attempt to provide the parent an education and information in special education to meet their unique mental and emotional

adjustments confronting them, as well as, to acquire the necessary hope, insight and strength for parents to take up, as their own, the greatest of all human challenges, the inalienable right of every person, handicapped or not, to self-actualization.

As you become part of the conference and as you attend the workshops sessions, I am sure that we will find many situations that are less than perfect. You will bring them to our attention, and parent groups will bring them to our attention, and individual parents will report them. There will be problems, things will not always work properly, and remedial actions will be necessary---and then some of the remedial actions will not be accomplished as soon or as well as they should. There will be give and take. It is our job to make sure that none of the problems, insofar as we can determine, is based on subterfuge or on an unwillingness of a government agency to do the job. As long as all of our efforts are in good faith, with a sense of responsibility for resolving problems, I think we can reconcile the issues.

I thank you for understanding these things, I have said. As parents you have done many things well over the years. You are responsive in the sense that you are beginning to be supportive of special education and beginning to play an active role in the planning of the education for your handicapped child. You are supportive of the priorities as they are established within each special education programs throughout the Navajo Reservation----even though these priorities were a departure from the kinds of things you had been doing, even though if it was not convenient. Now that we are trying to meet the needs of parents, you are helping in good spirits and with good will. Because of these things and because of the quality and dedication you have brought to the conference, I hope we will be working together for

a long time to come. Thank you.

Development of Conference Evaluation:

The First Annual Conference for Parents of Navajo Handicapped Children was the first of its kind and is a significant milestone in that the conference was dedicated to the parents of exceptional children.

The evaluation of the conference was based on the following objectives: 1) To support the movement towards education of parents of exceptional children as to their rights (Public Law 94-142); 2) To support the passing of the recent legislation for both self-determination (Public Law 93-638) and for exceptional children; 3) To provide direction to future educational training activities for parents; and 4) To provide direction for the development of future parent programming throughout the Navajo Reservation.

The purpose of this evaluation is to gather information in order to respond to the needs of parents and their handicapped child. The Special Education Department and other entities need information on which to base decisions regarding support and planning for current and future special education programs.

In essence, the evaluation questions were: (A) "Have the current existing parent groups who are concerned with special education programs really been involved in the planning, participation and decision making related to the education of their handicapped child?"; (B) "Are parents knowledgeable of the recent legislation of Public Law 94-142?"; and (C) "What are some of the issues that parents feel are priorities and should be dealt with once?"

The overall evaluation was conceptualized at a meeting held prior to the conference. A team of evaluators were selected through recommendations and based on their educational background and involvement with special education programs on the reservation. Following is the list of people whom participated in the evaluation:

A. Barbara Burroughs, Counselor, Toyei Boarding School, Bureau of Indian Affairs

B. Frank Amedec, Special Education Director, Ganado Public School, Ganado, Arizona

C. Linda T. Tani, Program Coordinator, Office of Navajo Economic Opportunity, Youth Enrichment Program, Fort Defiance, Arizona

D. Reginald Begaye, Executive Director, A School For Me, Inc., Tohatchi, New Mexico

E. Norman G. Wilcox, Special Project, Bureau of Indian Affairs, Gallup, New Mexico

F. Rich Rosenthaw, Special Education Teacher, Toyei Boarding School, Bureau of Indian Affairs, Toyei, Arizona

Each of the team members was asked to submit a report of their findings for each segment of the conference. It was also requested that they be as frank as possible in their reports. There were no forms developed because all too often evaluation reports are directories of data accompanied by computer printouts, rather than coherent accounts of a program and/or conference and its evaluation. To further justify reports, any statistical method and results seem to intimidate almost everyone, and when evaluators use them, they are frequently presented as pages of calculations without explanation. In this report, it is our intention and responsibility to communicate in a comprehensible way without omitting any details as to what was done, how it was done, and why it was done. As a result, a written informal report was submitted to our office by each evaluator. The evaluators were required to keep their own specific accounts of the conference for both days, and one comprehensive written report was to be submitted at the conclusion of the evaluation.

In addition, a meeting to review and analyze the conference report and findings will be held by the evaluation team and the workshop leaders to ascertain the accuracy and appropriateness of the conference. A summative evaluation report of the conference is attached in Section B of this report. The initial evaluation that was done by the selected evaluation team was reviewed and approved by the Navajo Tribe's Special Education Department, Navajo Division of Education.

Limitations of the Evaluation:

As far as limitations are concern with the type of evaluation that was done for the conference, the Special Education Department feels that it was not limiting in anyway. In order to insure that each evaluator had a genuine interest in the conference, the evaluators were selected on the basis of their educational background and experience in working with the handicapped. It was felt that this would result in an unbiased comprehensive report. See evaluation reports in Section B of this report.

SECTION B

INDIVIDUAL CONFERENCE REPORTS

FIRST ANNUAL PARENT CONFERENCE
ON HANDICAPPED NAVAJO CHILDREN

Evaluation Report

The general overall concept of the conference was to touch on areas that parents of handicapped children and the Navajo people in general particularly needed to be aware of. The necessity to provide useful information to parents of handicapped children should have top priority by everyone.

The conference has made a successful attempt to promote parental awareness. There needs to be follow-up work done for each area presented at the agency level. Parents and communities need to be kept involved and informed.

The conference objectives, in judgment, were adequately met during the workshop presentations. Workshop attendees seemed very satisfied with the presentations.

Suggestions by the attendees were:

a. More involvement on the part of sponsoring group, ie: Attendance at Workshops.

b. A progress report by educational systems on Navajo (ie: BIA, public, Special Education Department, Navajo Division of Education, private, BIA Social Services and Office of Navajo Economic Opportunity, Special Education). Parents should know what the educational systems are doing for their children in Special Education.

c. BIA Social Services was not represented. They place many Navajo children in off-reservation facilities and parents should become knowledgeable of the process.

d. BIA Education (Special Education) should be involved.

e. Workshop presentors could be Navajo persons. Each workshop could have been conducted by a knowledgeable Navajo in any of these areas. The Non-Navajos made very good presentations, but it was felt that it would be more effective if one of their own was presenting.

We now need to continue an awareness model to keep parents informed of their legal rights as parents and of the legal rights of their children. We might involve all agencies concerned with this issues.

I would like to compliment the Special Education Department on this worthwhile effort.

94-142 WORKSHOP

SAMPLE EVALUATION FORM

(2a)

Please circle the number which best represents your feelings.

1.	The organization of the workshop was:	Excellent 7	(6)	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clear 7	(6)	5	4	3	2	Vague 1
3.	The work of the consultant(s) was:	Excellent 7	(6)	5	4	3	2	Poor 1
4.	The scope (coverage) was:	Adequate 7	6	(5)	4	3	2	Inadequate 1
5.	The activities conducted were relevant to my needs:	Very Highly 7	(6)	5	4	3	2	None At All 1
6.	The variety of activities was:	Adequate 7	(6)	5	4	3	2	Inadequate 1
7.	The activities conducted were organized:	Very Well (7)	6	5	4	3	2	Poorly 1
8.	The objectives of the workshop were achieved:	Very Well 7	(6)	5	4	3	2	Poorly 1
9.	My participating at this workshop should prove:	Very Beneficial 7	(6)	5	4	3	2	Of No Benefit 1
10.	Opportunities for my involvement were:	Adequate (7)	6	5	4	3	2	Inadequate 1
11.	I would recommend this session to my colleagues:	Very Highly 7	(6)	5	4	3	2	Not At All 1
12.	The activities conducted fulfilled my expectations:	Very Well 7	(6)	5	4	3	2	Very Poorly 1
13.	The activities provided new/useful information regarding PL 94-142	Very Well 7	(6)	5	4	3	2	Not At All 1
14.	Overall, I think this workshop was:	Excellent 7	(6)	5	4	3	2	Poor 1

*The influence of the work of Dr. Earl McCallon on this instrument is obvious and is acknowledged.

TRC-4 (p. 1)

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I. What do you feel were the most useful aspects of this workshop?

1.) How she condensed information on 142 and 504 and hit the highlights of each.

2.) The opportunity for people to respond.

3.) Her audio-visual presentation on the IEP committee function.

4.) Her knowledge and solutions concerning [redacted] 94-142.

II. If you were conducting this activity, what would you do differently to better and more effectively accomplish the stated objectives?

Allow more time and have local people who are involved with the law on the reservation do the presenting.

ST. MICHAELS WORKSHOP

SAMPLE EVALUATION FORM

(2b)

Please circle the number which best represents your feelings.

1.	The organization of the workshop was:	Excellent 7	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clear 7	6	5	4	3	2	Vague 1
3.	The work of the consultant(s) was:	Excellent 7	6	5	4	3	2	Poor 1
4.	The scope (coverage) was:	Adequate 7	6	5	4	3	2	Inadequate 1
5.	The activities conducted were relevant to my needs:	Very Highly 7	6	5	4	3	2	None At All 1
6.	The variety of activities was:	Adequate 7	6	5	4	3	2	Inadequate 1
7.	The activities conducted were organized:	Very Well 7	6	5	4	3	2	Poorly 1
8.	The objectives of the workshop were achieved:	Very Well 7	6	5	4	3	2	Poorly 1
9.	My participating at this workshop should prove:	Very Beneficial 7	6	5	4	3	2	Of No Benefit 1
10.	Opportunities for my involvement were:	Adequate 7	6	5	4	3	2	Inadequate 1
11.	I would recommend this SESSION to my colleagues:	Very Highly 7	6	5	4	3	2	Not At All 1
12.	The activities conducted fulfilled my expectations:	Very Well 7	6	5	4	3	2	Very Poorly 1
13.	The activities provided new/useful information regarding Parental Involvement	Very Well 7	6	5	4	3	2	Not At All 1
14.	Overall, I think this workshop was:	Excellent 7	6	5	4	3	2	Poor 1

*The influence of the work of Dr. Earl McCallon on this instrument is obvious and is acknowledged.

I. What do you feel were the most useful aspects of this workshop?

1. The informal approach taken by the presentor.
2. The opportunity for interaction among the audience.
3. Her knowledge of teacher-parent roles and how to achieve the cooperation of both.
4. Her sincere concern.

II. If you were conducting this activity, what would you do differently to better and more effectively accomplish the stated objectives?

Maybe, an actual parent who had this interaction with her relaying their concerns

SPECIAL OLYMPICS WORKSHOP

SAMPLE EVALUATION FORM

(2c)

Please circle the number which best represents your feelings.

1.	The organization of the workshop was:	Excellent (7)	6	5	4	3	2	Poor 1
2.	The objectives of the workshop were:	Clear 7	6	(5)	4	3	2	Vague 1
3.	The work of the consultant(s) was:	Excellent 7	(6)	5	4	3	2	Poor 1
4.	The scope (coverage) was:	Adequate 7	(6)	5	4	3	2	Inadequate 1
5.	The activities conducted were relevant to my needs:	Very Highly 7	(6)	5	4	3	2	None At All 1
6.	The variety of activities was:	Adequate 7	(6)	5	4	3	2	Inadequate 1
7.	The activities conducted were organized:	Very Well (7)	6	5	4	3	2	Poorly 1
8.	The objectives of the workshop were achieved:	Very Well 7	(6)	5	4	3	2	Poorly 1
9.	My participating at this workshop should prove:	Very Beneficial 7	(6)	5	4	3	2	Of No Benefit 1
10.	Opportunities for my involvement were:	Adequate (7)	6	5	4	3	2	Inadequate 1
11.	I would recommend this Programmers to my colleagues:	Very Highly 7	(6)	5	4	3	2	Not At All 1
12.	The activities conducted fulfilled my expectations:	Very Well 7	(6)	5	4	3	2	Very Poorly 1
13.	The activities provided new/useful information regarding Special Olympics	Very Well 7	6	(5)	4	3	2	Not At All 1
14.	Overall, I think this workshop was:	Excellent 7	(6)	5	4	3	2	Poor 1

*The influence of the work of Dr. Earl McCallon on this instrument is obvious and is acknowledged.

TRC-4 (p. 1)

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I. What do you feel were the most useful aspects of this workshop?

1.) The use of audio-visual materials; this established visual communication concerning Special Olympics.
2.) Background knowledge by the presentors on Navajo Nation Spec. Olympics.
3.) The enthusiasm shown by the presentors.

II. If you were conducting this activity, what would you do differently to better and more effectively accomplish the stated objectives?

The workshop was well planned and seemed to accomplish its objectives.

I would not feel we could have had Navajo personnel to conduct workshop.

EVALUATION REPORT: First Annual Parent-Child Conference, March 22 & 23, 1978

The First Annual Parent Conference was held on March 22 & 23, 1978 at the Navajo Community College Student Union Building. In as much as the conference was helpful to many of the parents in regards to the discussions of the concerns they felt important, I believe that the conference could have improved on the following:

1. Other speakers should have been invited for the general session. Because the conference was aimed at the needs of the parents and awareness for the parents, more service organizations should have been invited. For example:

    a. BIA, Tribal and State Social Services to discuss the benefits that parents can receive, where to and how to apply.

    b. Discussion on tribal, private and public school programs on the reservation.

    c. A speaker on the project on deinstitutionalization should have been invited to speak of their efforts to bring back children from the state institutions to the reservation and what kind of services will be provided for these children.

2. Generally, the conference was very disorganized. The general session began 1½ hours late. It appeared that the parents did not understand what workshops to attend. Also, it appeared that the M.C. was unprepared. She seemed unaware of what to say or do.

3. The Coordinator of the conference, out of courtesy to the parents and everyone in attendance, should have made an opening and closing statement.

4. Two of the speakers did not translate their speeches into Navajo for the benefit of the Non-English speaking parents present.

5. I believe that the last speaker's Mr. Wilfred Nankin, speech was typically of Western views. I feel that he was out of contact with the reservation and was unaware of the needs and situations of the Navajo parents. For example, he suggested that parents tell professionals what are needed and to get input and feedback to them. I question, if he is aware of the lifestyle of many of the parents that many are Non-English speaking, that many are non-professionals, and therefore, may find it difficult to express their needs, and many live too great a distance from each other to effectively work as a group. Instead, he could have suggested that the Tribal Special Education Department be advocates for the parents.

6. Several of the workshops could have been combined. Workshop #3 - Issues of Concern to Parents, and #5 - Parent Education and Parent Role should have been combined. Workshop #2 - Parent/Teacher Interaction and Workshop #4 - Parent Attitudes/Parent Counseling should have been combined.

7. The Workshop on Navajo Cultural Diversity and the Exceptional Child should have been included in the general session so that all concerned with the conference could have attended.

8. The Workshop on Public Law 94-142 was well prepared and very informative. However, the speaker was not familiar with the situation on the reservation in regards to the BIA plans, states plans, and the Tribal plan. I would like to suggest that a panel discussion on the Public Law with representatives from the BIA, State of Utah, New Mexico and Arizona and the Tribe would have been more informative and useful to the parents.

9. I thought it was unfair that the parents should have had to give up attending the last workshop session to see a film. This decision should have been left up to the parents.

In all, I do believe that three of the five conference objectives were fulfilled. However, I do not believe that information on Special Education Programs on the Navajo Reservation (services provided, curriculum, etc.) was provided, nor was the facilitation on agency coordination accomplished.

Per your request the following is my general observation of the Navajo Community College Parent Conference on March 22 & 23, 1978:

GENERAL IMPRESSION:

The overall impression is good. The organizing of such first annual conference was well planned and carried out well by the personnel that were directly involved. The monumental task of coordinating and getting the parents together from all over the reservation to one central location does take a master planner.

The issues and concerns covered were will received by the participants, although many were very technical for many parents that have first time exposures to the issues of services to the exceptional children and their families. The group chairperson were in some case not too well informed on many relevant questions that were raised by the parents. Those that were knowledgeable in many cases were not able to relate adequately to the Navajo speaking parents.

RECOMMENDATIONS:

The following recommendations are based upon the actual contacts with parents:

1. Presentation in small groups were technical and in many cases the chairperson were not able to relate adequately in Navajo to the parents.

2. At the general meeting in the morning of March 22 all the speakers should have had their speech interpreted into Navajo. The Keynote speaker was the only one that presented his speech both in English and in Navajo.

3. The Navajo Tribe to be designated to head the overall comprehensive planning for services to the exceptional children and their families.

4. The Navajo Tribe, BIA and PHS agencies to immediately review all the recent federal legislations, etc. that are applicable to quality services to exceptional children by all agencies. These regulation, etc. upon reviews and so forth be mandated by the Tribal Council to implement these changes on the Navajo Nation.

I observed two sessions, these are by comments.

SESSION IV - Panel on Parent Attitudes/Parent Counseling:

Dr. Sylvia Cowan was well prepared, and utilized her Navajo interpreter in a unique fashion. He would question the panel members as they introduced themselves and talked about themselves and then instead of interpreting in English would write the questions on category sheet for the moderator who then would address the panel and audience as if she understood the introductions in Navajo. There was splendid participation among the panel and some of the audience. It was well attended with thirty (30) people. She felt at ease with the panel and audience and made the panel and audience feel at ease. As a minor criticism, I would have had the interpreter limit the panel to five (5) minutes or less since it took at least thirty-five (35) minutes to get through the introductions of five panelists.

She focused on how parents deal with their feelings concerning their handicapped children and was able to evoke genuine feelings and real concerns, it was not a "phoney" session!

SESSION V - Parent Education/Parent Role:

This was a total disaster, but perhaps not since about seven (7) people attended the session. Dr. Nagle tried to present a slide film and audio cassette to the audience. He had much trouble with making it work. Also there was no Navajo interpreter at the session I attended and it dealt with topics such as visual perception deficit, auditory perception deficit, specific learning disabilities, some tests used, etc. It finally got so boring and meaningless, that I took the headache I got from this session with me and left.

All in all, I enjoyed seeing so many interested parents and it looked like the conference was a success.

Conference Critique

PREFACE:

I felt that the conference was very worthwhile. Many important issues and concerns were touched upon. I feel that much more work is needed in this area. Much more intensive work at the local level is needed first and then an annual conference to bring it all together. During the year there should be coordination of reservation wide activities for the parents and their handicapped children to facilitate and maintain interest and to offer support.

Conference Suggestions

PRE-PLANNING:

1. There should be parent involvement in the planning of the conference.
2. There should be involvement from all agencies concerned with parents and the handicapped children in the pre-planning.
3. Parents needs should be identified during the pre-planning and then prioritized. Those most salient should be the topics addressed at the specific Sessions.
4. Topics should be assigned to specific instructors before the conference. The Instructor should submit before the conference a written outline of his presentation, which should be printed and handed out to those who can read English to be followed along with while the Navajo interpreter tells the content of the presentation. This would save much time on the initial delivery. This could also be handed out to agencies for use in preparation of the people who will be attending the conference.
5. Prior to (even the day before the conference) there should be a meeting with the Chief Instructor and the rest of his team. There should be time to do a run-through to address, time, format, and objectives.
6. Possible small group discussion could be used after initial presentations.
7. Have trained parents "planted" in the differenct Sessions to facilitate questions and discussion.

Identified Areas of Concern

1. How to ask for help.
2. Where to go for help.

3. Financial Assistance.

4. Community support, but not family abdication. Need help to ease "burdens" in caring for the handicapped person as not have extended family support anymore.

5. How to work with the child. Not treat the child as a "baby or sick person" and not over protect.

6. Help in accepting the child's handicap.

7. Realistic understanding or the child's limitations and expectations.

8. Help in equating culture/religion to changing ways and negate guilt.

9. Why and how child is not handicapped at home, but is handicapped at school and academic expectations.

10. Parent groups where they can get together and talk about their problems and solutions.

11. Employment for the handicapped person and a place for them in the world.

12. Where to get "skill" training.

13. Central coordination, so as not to be bounced from agency to agency.

14. Dealing with the child's isolation and normal growth and development of the child's sexual self.

15. Need for qualified people to work with their children.

16. Need for medical explanation to etiology and prognosis of handicap, not just labeling.

17. Need to know how to work with childrens' "bad temper" need to know difference between emotionally disturbed and other handicapping conditions.

18. Deal with criticism from other people.

19. Understanding from BIA employees.

20. Help in identifying their child's needs and where to go to get help for them.

Suggestions (Additional)

1. At the time of the registration have counseling with the parents for understanding of what the sessions are about and possible tracking into workshops of interest to them. There could be a color coded system with guides who could help direct the parents to the sessions on their tracking chart. The guides could be from services agencies like Girl Scouts, etc.

2. Have a fund raising project and have enough money to house the parents and

during the evening use facilitating techniques that would help the parents get in touch with their feelings about their children and their attitudes toward them.

Session Critiques

A. GENERAL SESSIONS:

1. Meet ahead of time with participants.

2. Check day before and make sure that they will be there. Have alternative speakers standing by and/or alternative program fill in.

3. Make sure topics are relevant to the total program and not just pitches for programs.

4. If possible hand out English outline so it can be followed along while presentation is done in Navajo.

B. OVERALL CONFERENCE OBJECTIVES:

1. Issues of concerns for parents was accomplished. Possible more could have been brought out if small group discussion sessions were used after the initial session materials was completed. Possible a question and answer form could be used to generate ideas and give relevant feedback.

2. Information on Public Law 94-142 was addressed in Session I, but not many parents attended. Those that were there were not with enough background to be looking at that aspect of their needs. See local level preparation in preface.

3. Information on Special Education Programs: This was addressed in exhibits and Session II and the "movie."

4. Facilitation of agency coordination: Not addressed. I see this as a Tribal Goal to act as a coordinating/information disseminating organization.

5. Parent knowledge of Special Education and Child Development: Session I addressed legislation, but few attended. The general session touched on it in Advocacy Training. Child Development addressed in Session VI on Diversity and Session II. The topic was not specifically addressed, only incidentally in the mentioned sessions.

There was no formal control used to assess parental learning (ie. pre and post questionnaires etc.). There were no summations in the sessions.

Workshop Critique

A. SESSION I - Bill of Rights:

Dr. Barbara Franklin.....

a. She had a good knowledge of the subject.
b. Information was very good.
c. Good presentation of information.
d. She projected concern and enthusiasm for her topic.
e. Sharing was encouraged.
f. Evaluation was not part of each activity.
g. She was flexible to meet the needs of the parents as they expressed them.
h. Parent attendance was poor.

B. SESSION II - Parent/Teacher Interaction:

Ms. Hartman.....

a. Excellent knowledge of her program and its rationale.
b. Multi-media presentations were well organized and presented.
c. High interest, but small parent turn out.
d. Good method worked out with interpreter.
e. High enthusiasm.
f. Worthwhile information.
g. Easy to pay attention.
h. Good resource materials.
i. Understandable to parents generated discussion.
j. Knowledge was gained.

Would like to see more emphasis on communication skills.

C. SESSION IV - Parent Attitudes/Parent Counseling:

Identified Dee Yellowhair from Sanders as possible Parent Advisory Committee Member.....

a. Panel needed prepreparation as to what to say when introduced.
b. Didn't determine if all parents spoke Navajo.
c. No feedback to Non-Navajo Instructor. Questions and answer format was used.
d. Some concern areas were brought out, but some parents left during the session.

Dr. Cowan:

a. She had good knowledge of the subject.
b. She was interesting.
c. Gave useful information.
d. Materials was relevant to the topic.
e. Possible could have used additional teaching methods and expanded attitudes, problem-solving techniques and value clarification etc.

f. Possible the concepts were too difficult for some of the parents to grasp at this time.
g. Would rate as a good session.

D. SESSION VI - Cultural Diversity and the Exceptional Child:

Ms. Jennie Joe.....EXCELLECT!

a. Excellent knowledge of subject.
b. Good format, but parents had to sit through English first.
c. Highly relevant to parents.
d. Very worthwhile as addressed where their thinking came from.
e. Used excellent examples was easy to pay attention to.
f. High understanding, concern, and feeling conveyed.

This was the best session that I attended. I would go again.

SECTION C

WORKSHOP LEADERS REPORT

31

ST. MICHAELS ASSOCIATION FOR SPECIAL EDUCATION, INC.
P. O. Box 121
St. Michaels, Arizona 86511

Special Olympic Workshop

The leaders of our workshop were myself, Eileen Crevier, a Recreational Therapist at St. Michaels Special Education and also the Fort Defiance Local Coordinator and Brenda Sadler, the Director of Arizona State Special Olympics.

The workshop started with an explanation of how Special Olympics began in the summer of 1968. The Kennedy Foundation worked in cooperation with the Chicago Park and they hosted a 2-day athletic competition for the mentally handicapped children. Since that time the Special Olympic program has spread to every state, Canada, France and other foreign countries are setting up new programs.

The State of Arizona has been paritcipating in Special Olympics for about seven years now. The state is broken into several countys and each county has a coordinator with several hundreds of Special Olympics in their program. The state host winter games and spring games yearly. The Navajo Nation has split from the Navajo-Apache County and was recognized as its own county.

Special Olympics has been in the reservation for three years now. We have grown within the past two years in leaps and bounds and have enabled more schools throughout the reservation to participate in the program.

Every four years in August, the Special Olympic Committee hosts the International Games. This next year they will be held in New York and some of the students from the reservation will be representing us.

For the past two winters, Colorado has been hosting the International Winter Games. In 1977 they were held at Steamboat Springs and three students from the reservation attended this once in a life time experience. In 1978, in Copper Mountain, three more students participated in this event. We were lucky to obtain the move "Miracle at Mt. Werner" and one of the students from St. Michaels was one of the many stars in the movie.

So far this year the Navajo Nation Special Olympic program have sponsored: a basketball clinic at St. Michaels in which the students learned skills in shooting, passing and dribbling. We also sponsored a swimming, volleyball and frisbee clinic in Tuba City. The local games this year were held in Shiprock, New Mexico and 400 Special Olympians participated in track and field events. We also were able to bring down 90 students for the State Games in Tempe.

Parent involvement is lacking in Special Olympics and at this time we opened up the discussion for any ideas and feelings. Many parents spoke very highly of the Special Olympics and thank us for all the joy and happiness it had brought to their children.

A "BILL OF RIGHTS" FOR HANDICAPPED CHILDREN

BARBARA FRANKLIN, Ph.D.
Coordinator, Deaf-Blind Program
Department of Special Education
San Francisco State University

This workshop will present an overview of PL 94-142, the Education for all Handicapped Children Act of 1975, which mandates that all handicapped children be given an education within the least restrictive environment, and Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of physical of mental handicap in every federally assisted program or activity in the country.

I. Section 504

Section 504 states that: "No otherwise qualified handicapped individual in the United States...shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial Assistance."

The term handicap includes speech, hearing, visual and orthopedic impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer diabetes, heart disease, mental retardation, emotional illness, and specific learning disabilities such as perceptual handicaps, dyslexia, minimal brain dysfunction and developmental aphasia. Alcohol and drug addicts are also considered handicapped individuals.

Physical or mental impairments do not constitute a handicap, however, unless they are severe enough to substantially limit one or more of the major life functions.

Programs must be accessible to handicapped persons, so that the handicapped will not be isolated away from nonhandicapped persons. Structural changes on existing buildings must be made immediately. Buildings builts after June 3, 1977 must be designed and constructed to be accessible to the handicapped from the start.

No handicapped child can be excluded from a public education because of disability. Immediate compliance.

Every handicapped child is entitled to a free appropriate education, regardless of the nature or severity of handicap. Complete compliance by Sept. 1, 1978.

Handicapped must be educated with nonhandicapped to the maximum extent appropriate to their needs.

Least Restrictive Environment means exactly what it says- it does not mean "mainstreaming for all".

Basic Types of Program Placement for Handicapped

1. All-day placement in regular class - mainstreamed for all subjects.
2. Part-time placement in regular class - mainstreamed for non-academic subjects, possibly some academic subjects. Rest of time in self-contained class.
3. Social mainstreaming - lunch, non-academic subjects, recess, etc.
4. Self-Contained class on normal program site
5. Self-Contained class, away from normal children - highly undesireable.
6. Residential or Institutional placement if appropriate.

504 specifically includes the concept of "nearest placement to home" as part of the concept of the "least restrictive environment."

Complaints should be filed with:

Director, Office for Civil Rights
Dept HEW
Wash., D.C. 20201

Whereas Section 504 applies to all handicapped Americans regardless of age, PL 94-142 applies to all handicapped children between the ages of 3 and 21. A free appropriate education must be available to all handicapped children from 5 to 18 by Sept.1, 1978. Availability to those between 3 and 5 and 18 to 21 yrs. of age must be available unless it is inconsistent with state law or court decree.

When both the school and parents agree that an appropriate program cannot be provided in the public program, than that school district must bear full financial burden for private program.

An Individualized Education Program (IEP) must be developed to meet specific needs of each child. The law requires the following persons must be involved:

1. Parent(s) or Guardians(s)
2. Local Agency Representative (such as principal)
3. Teacher
4. Child when possible

Other professionals may be called in if desired.

The parent(s) must approve of the IEP in writing whether or not they were able to attend the meeting at which it was developed.

If the parents are not satisfied with any of the procedures, developing the IEP, implementing the IEP, school placement, resource services, etc. they are to be informed of due process procedures available to them under this law.

On Nov. 22, 1977, a critical letter of clarification was issued by Edwin Martin, Commissioner BEH. The following two statements are particularly significant:

"...some parties have interpreted the regulations to mean that a public agency must provide to a handicapped child only those services which are available in the agency. This interpretation is not correct...each hand. child's IEP must include a statement of specific educational services needed by the child (determined without regard to the availability of these services)..."

A format for the development of the IEP was suggested by this instructor. A list of all the strenghths and weakenesses of the child should be stated by all who are present at the meeting. The strenghths can then be put in paragraph form and can be the required description of the Present Level of Functioning. The Goals can be determined from taking care of the Weaknesses listed.

An example of an easy way to develop an IEP:

PRESENT LEVEL OF FUNCTIONING STRENGHTH	WEAKENESSES	GOALS
Good in P.E.	Needs assistance with classwork	Increase independence
Good in Math	Reading level low	Increase reading level
Motivation High	Frustrated, Bad temper	Reduce frustration
Happy		Reduce temper
Wears hearing aid well	Social Problems	Improve social interaction
Making progress		

" PARENTS CARE : A SPECIAL LOVE, A SPECIAL NEED."

FIRST ANNUAL PARENT CONFERENCE ON HANDICAPPED NAVAJO CHILDREN

NAVAJO COMMUNITY COLLEGE TSAILE, ARIZONA MARCH 22-23,1978.

SUMMARY: WORKSHOP "Parent-Teacher Interaction" By Arletta Hartmann
Eugene Gorman, Interpretor

Three sessions of this workshop were given.

March 22, 1978	2:00 - 3:30	Twenty one persons in attendance.
	3:30 - 5:00	Four persons in a ttendance;later others came to see materials.
March 23, 1978	10:15- 11:15	Approximately nine persons in attendance.

15 books pertaining to "Parent Involvement" were on display. An exhibit of pictures of handicapped children in action was also on display. Twelve handout sheets were available for participants to take home and study further. A slide presentation of the pre-school children at St. Michaels Association for Special Educa tion was also given twice.

In the first session one parent and one brother of a handicapped child were in attendance. The rest were professional and para-professionals. In the second session no parents were present. In the third session two mothers and one grandfather were in attendance and the rest came from varied backgrounds and interests.

Nine possible discussion topics were presented to the participants. As it was their workshop they could utilize any of the topics or chose a new one of their choice. The future teachers were interested in such a spects as the "do's and Don'ts for staff when interacting with the parents;and questions and answers for parents and staff alike when working together.One future teacher asked"What do you do with parents who a re very negative about their child in parent -teachers conferences?"Other questions were: What were some of the ways parents could actually become involved in school programs?and more directly"How were the parents at St. Michael's involved in the school?"They also asked for a brief history of St. Michael's Association for Special Educa tion.

At the beginning of each session the participants introduced themselves and their backgrounds so that Mr. Gorman would know whom to assist with interpretations. This also gave us an opportunity to see how many parents were actually involved in each workshop.

I was particularly happy to have more contact with the BIA people active in special education during my second workshop as my exposure to their efforts had been more limited in the past. I was disappointed at the number of parents present at my workshops, but I was very pleased with the enthusiasm and interest generated by the whole conference. The parents from our school came away with a renewed desire to become more involved in all the various efforts for our Navajo handicapped youngsters.

SUGGESTED TOPICS WERE:

1. All parents are special...the parents of handicapped children are extra special.

2. Why involve parents? What happens with parent involvement....without parent involvement

3. Parent involvement is "People in Action."

What are some purposes for "Effective Parent Training"?. and "What are some of the elements in it?"

5. Some questions and answers for parents and staff.

6. Do's and Don'ts for staff'when interacting with parents).

7. Reasons"some" parents do not get involved.

8. A sharing on some ideas in Child Development.

9. Some aides in their adjustment and acceptance of their handicapped child.

FIRST ANNUAL CONFERENCE FOR PARENTS OF NAVAJO HANDICAPPED CHILDREN

Marie Allen
Navajo Area Indian Health Services
Window Rock, Arizona 86515

Running Notes from:

Issues of Concern to Parents

Twelve (12) Resolutions decided upon, must have been a great amount of input the day before, very much interaction among the parents.

From what I saw, this particular workshop could have been the basis for the entire conference.

The twelve (12) resolutions brought out their fears, frustrations, needs and desires.

The workshop wasn't limited to a discussion of a model program, it wasn't limited to a springboard for airing frustrations. It was a discussion of what is needed to implement a program that best suits the children concerned.

It was a practical discussion, where to house the staff, public education of the new law and support for it, inservice training for new staff, task force set up to reveiw new programs and begin their implementation.

The people exhibited much frustration in their speech, but their new hope was evident also. The conference gave them this hope and the belief that with combined effort much would be done for the Handicapped Child. The people seemed to realize that the program can't be limited to a number of interested parties. To get the program off the ground, they can look to many varied agencies for the necessary staffing and funding. This does not necessitate the elimination of the Grass Root campaign.

Issues of Concern to Parents, as stated before, is the basis of the new law. For the Law to begin in operation, introduction to it, education in it and finally support for it is paramount. This particular workshop format must be brought to the level. If need be, the parents should be bussed to local schools for meetings. To make the Law a reality, everyone must be involved.

RESOLUTION TO THE NAVAJO TRIBAL EDUCATION COMMITTEE AND TRIBAL COUNCIL

WHEREAS: March 22 and 23, 1978, had been set aside for the First Annual Conference for Parents of Navajo Handicapped Children.

It had been recognized that active parental participation is vital to program planning and evaluation in special education programs.

THEREFORE BE IT RESOLVED THAT:

That the Navajo Tribal Education Committee and the Navajo Tribal Council take the following recommendations into consideration and take actions for those that can be immediately implemented:

1. That Non-Navajo Special Education personnnel and school systems be more aware and sensitive to the cultural needs of exceptional (including gifted) children.

2. That comprehensive special education programs (personnel, curricula, facilities, transportation) be developed and implemented for the entire Navajo Nation.

3. That additional special services (ie, SSI, SSA, BIA) be sought and provided.

4. That there is need for more Navajo Special Educators and more support services such as diagnosticians, psychologists, audiologists, and other specialists.

5. There is need to incorporate Navajo cultural beliefs and customs into special education programs with specific fund allocations for traditional ceremonies.

6. That provisions be made for special inservice training/ seminars for all personnel providing services to exceptional children. Training staff to be sensitive to the needs of the children.

7. That family planning and family life education be provided by staff.

8. That public education/information on special education be carried out.

9. That there be availability on provision of funds through the Navajo Tribe to non-profit and private special education organization on the Navajo Reservation.

10. That Public Law 94-142, Section 504, Civil Rights and Executive Order 11192 be supported.

11. That housing be planned and provided for professional staff who are employed or to be employed by special education programs.

12. That there is need to have provision for adult special/vocational education (example: Toyei Opportunity Center or development of sheltered workshops).

13. There is need to include in program planning provision to bring Navajo children/adults back from state institutions when programs and facilities are available. There is a trend toward deinstitutionalization.

14. That there be a Task Force formed from the Conference to follow-up on recommendations and to continue sponsorship of parent conferences.

C E R T I F I C A T I O N

On March 22 and 23, 1978, thirty-five (35) parents and school board members made recommendations with Mrs. Marie Allen serving as workshop coordinator.

PARENT ATTITUDES/PARENT COUNSELING

Monitor's Report

by

Dr. Sylvia M. Cowan
Direction Services Office
2363 Foot Hill Drive
Salt Lake City, Utah 84109

Facilitating this workshop was one of the most rewarding experiences that I have had in my professional career, even though I felt I was at a distinct disadvantage in not being able to speak or understand Navajo.

The group process, which included those elements I felt necessary to stimulate conversation to bring about the needed information, was planned prior to the workshop. (See Facilitator's Guide, "Attachment A"). The Navajo participants were very responsive and understanding about my inability to speak their language. However, most panalists were bi-lingual, thus they were able to speak English. For those who could not, Mr. Larry Askie assisted as interpreter.

Workshop I

The first workshop deviated from the Facilitator's Guide on Item No. III, "Slide/Sound Presentation," due to the lengthy testimonials given by the panalists. This presentation was to be used as a tie-in with parent discussion dealing with emotional reactions and Navajo traditional values. The testimonials, though lengthly,

proved to be a much better vehicle for gaining information on parental emotional reactions to their exceptional children (See "Attachment C"). than the omitted presentation would have been. (See "Attachment B").

Workshop II

The slide/sound presentation was shown as scheduled during the second workshop. Information gained was somewhat less than from Group I. The attached information on parental reaction to the handicapped child was extracted through extensive research. (See "Attachment D"). Information on the Navajo traditional values was gained through past professional experience and personal interviews with Navajos and other Indian-Americans working in Special Education and related fields.

The major difference in the emotional reactions between Navajo parents and non-Indian parents is that Navajo parents express "happiness" for those that do not have exceptional children instead of using the word "envy" (being defined as jealousy). On the other hand, Navajo parents react to the other five areas--shock, denial, guilt, bitterness, and rejection--in somewhat similar ways as non-Indian parents do.

Workshop III

(This session started 1 1/2 hours late due to a delay of the opening meeting in the main auditorium). In the third and final workshop more emotional reactions were discussed. A Navajo Council member talked about traditional Navajo values and how they affect

che exceptional child. He said he felt that this type of dialogue was very important for his people and that he was very important for his people and that he was very happy to be a part of this conference. In addition, he stated that even though he believed in the old traditional way, he believed that it and the new way of working with the handicapped child and their parents could go together.

Expressed Needs

Some of the needs expressed in the workshops were: Parenting skills training; counseling centers and other local facilities; more effective methods of modern therapy; effective methods to encourage parent involvement; dissemination of IEP and other PL 94-142 information to school officials; a more extensive special education program in BIA schools; and education of other children about the handicapped.

Closing Comments

Often, the most informed and vocal parents are involved in a conference of this type, while there are much larger numbers of parents that are not. However, I feel this first effort was successful in bringing about a dialogue between parents of exceptional children and agency administrators and line workers as evidenced by the parent's comments from this and other workshops.

PARENT ATTITUDES/PARENT COUNSELING

Facilitor's Guide

I. Introductions--brief statement of background
   A. Self
   B. Interpreter
   C. Recorder
   D. Parents

II. Context session
   A. What we hope to accomplish during today's work session.
   B. What we will be doing
      1. Slide/sound presentation
      2. Discussion on attitudes, traditional values, needs

III. Slide/Sound presention*

IV. Tie-in with discussion* (on own and friend's experiences). (Example: Christy's mother couldn't help wondering what she had done to deserve this and she kept thinking it was somehow her fault that Christy was born with a handicap that will be with her the rest of her life!) Traditional Value: It is the parent's fault because of something bad or wrong he had done. Or, the child chose to come into the world handicapped before he/she was born.

V. Discussion: Parent Attitudes--"Emotional Reactions"

VI. Closing Remarks: Context--next day's work

VII. Thank you

---

* Because of the overwhelming discussion, the Slide/Sound Presentation with resulting "tie-in" discussion was not held during the first workshop session.

PARENTAL REACTION TO THE HANDICAPPED CHILD

Working Outline
(To stimulate discussion only)

Emotional Reactions:*

1. Shock--The child is not normal.

2. Denial--If I don't believe it, it is not true.

3. Guilt--It is my fault...It is the child's fault.

4. Bitterness--The child interferes with his family's personal and social desires.

5. Envy**--Parent(s) are jealous of those who do not have an exceptional child.

6. Rejection--Child feels he will not be able to please his family no matter how hard he tries.

7. Other

---

* These "Emotional Reations" were taken from various sources. (See bibliography).

** The parents of exceptional Navajo children do not use the words "envy" or "jealous," but rather--"happy"--Happiness for the parents that do not have an exceptional child.

(Dialogue from Workshop)

Attachment C

PARENT REACTION TO HANDICAPPED CHILD

Issue	Traditional Values	Successful Methods of Dealing with Issue	Needs
Parents deny that their child is handicapped.	Children must be strong and healthy.	Parent Counseling Have parents attend discussion groups with other parents in the same situation.	Parent Education Inform parents about different handicaps and how to work effectively with their child.
Parents are happy for parents that have normal children.	The child is handicapped because parent did something wrong. The child chose to come here with a disability.		
Parents reject their exceptional child.	This is the same as above.		
Parents have a shock reaction to their exceptional child.	This is also the same as above.	Teach parents to accept disability.	Create parent counseling facilities.
Parents feel sorry for their exceptional child.	Nothing can be done for an exceptional child		Have trained agency personnel to deal with parent feelings and subsequent actions.
Parents fear that other adults and children will reject their exceptional child.		Educate other children and the public about disabilities.	Organize facilities that will teach about disabilities.
Parent's feelings (fear, confusion, guilt, etc.) prevent them from dealing with an exceptional child effectively.	Resentment of modern medical practice. Belief that medicine man could possibly cure mental illness.	Educate public to accept disabilities without guilt-value judgments.	Improve and create more effective methods of modern therapy for traditionally oriented parents.

PARENT REACTION TO HANDICAPPED CHILD

Issue	Traditional Values	Successful Methods of Dealing with Issue	Needs
Parents do not know how to deal with a trainable child.		Get information to help parents work with their child.	
Parents are afraid the child will die.		Refer parents to counseling with someone who understands this fear.	
Many parents are ashamed, afraid, or shy to show that their child has a handicap.	A handicapped child should be hidden.	Teach that parents should be open and seek help. Give the child as much love as possible.	Create a program to teach that an exceptional child need not be hidden.
Many parents are somewhat able to help exceptional children when they are young, but not as they grow older. Social Services for older handicapped children are limited.			Establish programs to help parents work with their older children. Establish programs to accommodate the needs of children Social Services cannot handle now.
Disability is detected too late to administer therapy.		Encourage early medical and psychological examinations.	
Parents will not accept the idea of their child being sent away.		Explain to parents alternative methods of therapy.	Create facilities that would make it unnecessary to send the child away.
Parents do not get involved.		Encourage parent involvement.	Establish programs which encourage parental involvement.
Child is not accepted at regular school.		Counsel parents, teachers, and other students.	Incorporate Special Education in BIA schools.
Child feels rejection.		Include child in family activities.	Establish parental training programs.

PARENT REACTION TO HANDICAPPED CHILD

Issue	Traditional Values	Successful Methods of Dealing with Issue	Needs
Name calling around school and home exists for the exceptional child.		Have parents talk to special education teacher. Have parents talk to their other children.	Establish school programs to educate other children about the handicapped.
Adequate facilities to serve exceptional children are lacking.		Talk to people who have or can put together programs. Get support for programs.	Establish local facilities.
The concept, "Special Education doesn't belong in public schools," held by school officials.			Disseminate information to school officials such as the Individualized Education Program (IEP) and other sections of PL 94 142.

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FIRST ANNUAL CONFERENCE FOR PARENTS FOR HANDICAPPED NAVAJO CHILDREN

By: David Dutcher

Shonto Boarding School

Parent Education and Parent Role

SESSION 5: Parent Education and Parent Role, addressed several topics related to parents and their handicapped child. The underlying theme of the session was active involvement of parents of handicapped children. Although society shares in the responsibility for meeting the needs of handicapped children, parents have a greater share in the responsibility for care and services of their handicapped children. Through active involvement using tribal leaders, elected officials, BIA personnel and school leaders positive changes can be made to improve care and service to handicapped children.

Session 5 began with an introductory filmstrip and tape presentation identifying several types of handicapped conditions and characteristics of each. Also explained in the presentation were intraindividual differences within a handicapping condition. The main portion of the program however, focused on what can the parents do to help their handicapped child. Major topics discussed included:

1. Role of the parents in securing appropriate services for handicapped children.

2. Portions of P.L. 94-142 dealing with rights of the parents, i.e. individualized education programs, access to information (Buckly Admendment).

3. Active involvement securing support for programs necessary to meet the needs of handicapped children.

Many thanks goes to the parents and interested people who attended Session 5 of the conference. Their attendance is a positive step toward the active involvement that is necessary for bringing about and maintaining those services needed for parents and children with A Special Love and A Special Need.

SECTION D

OVERALL CONFERENCE REPORT

PARTICIPATION

During the planning stages, announcement posters and pamphlets were mailed and distributed through agencies (Public schools, BIA Social Services and Contract schools) and brochures were sent to parent groups.

Approximately, 132 parents of Navajo handicapped children attended and participated in the conference.

Table 1 presents the breakdown regarding participation at the conference:

TABLE 1

LOCATION	NUMBER OF PARTICIPANTS
Tuba City, Arizona	50
Kayenta, Arizona	5
Sanders, Arizona	2
Leupp, Arizona	1
Page, Arizona	2
Red Rock, Arizona	2
Ganado, Arizona	1
Cottonwood, Arizona	3
Chinle, Arizona	7
Sweetwater, Arizona	1
Lukachukai, Arizona	7
Inscription House Trading Post	2
Dennebito Dam, Arizona	1
Shonto, Arizona	3
Window Rock, Arizona	3
Many Farms, Arizona	2
St. Michaels, Arizona	3
Rough Rock, Arizona	3

Bitter Springs, Arizona	2
Winslow, Arizona	1
Pinon, Arizona	2
Shiprock, New Mexico	17
Bloomfield, New Mexico	2
Tohatchi, New Mexico	2
Gallup, New Mexico	2
Mexican Springs, New Mexico	2
Mexican Water, Arizona	2
TOTAL	132

The average number of parents attending the parent conference was approximately the same in both days, although the number of participants varied with every workshop session.

The conference had eight workshop sessions, it should be noted that a considerable proportion of all participants have attended only one or two sessions.

Capacity to serve parents has not been uniformly defined among the various programs, both with respect to differences in the intensity or amount of involvement needed from parents and in terms of how parents should be involve with the Special Education Programs.

Recognizing this limitation, the parent conference hopefully have provided a motivational framework in which parents will become actively involved and/or aware of the special education programs.

FACILITIES

In many conferences and/or workshop, participation and program capacity for parent conference are limited in the square footage available for program activities. In the case of having the con-

ference at Navajo Community College was appropriate in terms of the college having the space and facilities to have a conference.

Overnight housing was made available at Navajo Community College in which thirty-five (35) spaces was allocated for the conference with another one hundred (100) spaces made available at Lukachukai Boarding School. Meals were served in the college cafeteria.

STAFF

The factor contributing to the success of the conference is the qualification of staff persons and especially their personal dedication to the special education programs. For the most part the conference staff and workshop leaders have exerted extraordinary efforts to implement and enrich the conference.

The range of staff backgrounds are another area of program variability. The conference workshop staff represented diverse educational backgrounds including knowledge and experience working within the environment of the Navajo Reservation.

The workshop leaders were selected on the basis of their educational backgrounds, interest and knowledge of the Navajo culture and their way of life. The department attempted to utilize local resource people as much as possible to conduct the workshops. There were seven workshop sessions, in which five leaders were from the Navajo Reservation and two from off the reservation, one from Palo Alto, California and one from Salt Lake City, Utah.

COMPONENTS OFFERED

Certain workshops were held and the methodologies in making selection for these workshops were varied:

1. An attempt was made to do an assessment by correspondence. Letters asking for support and recommendations were mailed to program directors.
2. Another method used was by attending, observing and communicating with parent groups.

The conference planning committee was formed by recommendations made by program directors and the planning and coordinating committee were:

1. Evelyn O'Dell, Navajo Division of Education, Chairperson
2. Pauline Plummer, A School For Me, Inc.
3. Rita Upshaw, Navajo Children's Rehabilitation Center, Inc.
4. Phillip Norris, Branch of Social Services, BIA, Tuba City
5. Herbert Johnson, Directional Services, Blanding, Utah
6. Linda Levno, Child Development Program, Office of Navajo Economic Opportunity, Fort Defiance
7. Mae Benally, Chinle Public School, Chinle, Arizona
8. Myra Yazzie, Chinle Public School-Chinle, Arizona
9. Ernest Leslie, St. Michaels Association for Special Education
10. Shirley Johnson, Navajo Special Education Early Childhood Development Program, Shiprock, New Mexico

This committee gave their input based on their observations and from working directly with parents. The selection of the following workshops resulted:

Session I: A "Bill of Rights" for the handicapped conducted by Dr. Barbara Franklin, Mr. John Chapela and Mr. Joe Lee Yazzie as interpreter. The format was as follows:

1. An overview of Public Law 94-142, the Education for all Handicapped Children Act of 1975, which mandates that <u>all</u> handicapped children be given an education within the <u>least restrictive</u> environment.

Session III. Discussion of issues of concern to parents. This session was conducted by Mrs. Marie Allen. This session was basically to hear from the parents their concerns regarding their handicapped child and the programs and to identify issues that parents are most concern with.

Session IV. Panel on Parent Attitudes/Parent Counseling. This session was conducted by Dr. Sylvia Cowan and interpreted by Mr. Larry Askie. This workshop was a panel which consisted of five parents of handicapped children in which they discussed their feelings and how they made adjustments in their lives to cope with the handicapping condition of their child.

Session V. Parent Education/Parent Role (What is special education?). How can parents work effectively with their handicapped child? This session was conducted by Dr. Thomas Nagle and Mr. Dave Dutcher. The format of the session was as follows:

I. INTRODUCTION:

A. Who is the Exceptional Child?

B. Philosophy of the Education of the Handicapped Child.

C. Inter-and-intraindividual Differences.

D. Various Handicaps and totals ---

2. An overview of Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of physical or mental handicap in every federally assisted program or activity in the country.

3. A Video-Tape of a simulation of an Individualized Educational Plan (IEP).

Session II. Parent/Teacher Interaction conducted by Ms. Arletta Hartman and Mr. Eugene Gorman as interpreter. A brief summary of the workshop is as follows:

A. All parents are special...the parents of a handicapped child are extra special.

B. Why involve parents? What happens with parent involvement...without parent involvement.

C. Parent Involvement is "People in Action."

D. What are some purposes for effective parent training? And what are some of the Elements in it?

E. Some questions and answers for parents and staff.

F. Do's and Don't's for staff (when interacting with parents).

G. Reasons "some" parents do not get involved.

H. A sharing on some ideas of child development.

I. Some aides in their adjustment and a acceptance of their handicapped child.

J. Slide show presentation.

II. PARENT ROLE:

A. The Parent and Public Law 94-142.

B. The Individual Education Plan (IEP):
Why is it important to the parent?

C. How exceptional children are educated.

D. Parent role at school.

E. Parent Role outside school.

F. What can the parent do to help the handicapped child.

SESSION VI. Navajo Cultural Diversity and the Exceptional Child. Ms. Jennie Joe conducted the session. This session focused on the views of the Navajo cultural aspects of traditional beliefs and views on the handicapped.

SESSION VII. Navajo Nation Special Olympics. This session was conducted by Ms. Eileen Crevier, Ms. Brenda Saddler and interpreting was done by Ms. Sadie Beeman. The format "A New Kind of Joy" was as follows:

A. Introduction and History of Special Olympics

B. International Games:

1 - Film - Miracle at Mt. Warner

C. State Games:

1 - Arizona

a. Flagstaff - Skiing

b. Tempe - Track and Field - Slides

D. Local Activities within all five agencies:

1 - Clinics

a. Past - Slides

b. Future

2 - Games

a. Shiprock

3 - Fund Raising

E. Questions and Answers

PARENT REACTION:

The reaction from parents of the recently held parent conference at the Navajo Community College, Tsaile, Arizona was that of appreciation and gratitude in having the first conference of its kind for parents of Navajo handicapped children.

Parent reactions through direct communication with them have indicated that they found value in participating and generally rated the conference highly. It was interesting that most parents indicated they wanted to attend the conference to gain insight as to what is special education, and they wanted to know what kind of opportunities were available for their handicapped childh. They were also interested in learning about their rights as parents.

Parent responses about their future participation in special education programs gave an overall indication that most parents plan to become actively involved with the education of their handicapped child.

It is extremely difficult to summarize the comments made by parents when done only through direct conversation. However, many parents indicated that they enjoyed the sessions, found the speakers

knowledgeable, and did learn something new. They indicated a need for more sessions such as this one, and a more detailed content rather than the general overview presented this year.

There were a few isolated comments indicating dissatisfaction by parents. Since these somments were made through a second and third party, the comment cannot by construed as conclusive or widely-held attitudes among participants. However, they do reflect a need for internal evaluation by the planning committee of the conference and perhaps by various special education agencies to assure that they have an ongoing understanding of parent needs or concerns and this should extend beyond the often-used numerical ratings by parents on a one-to-ten scale. The writer feels ongoing formative evaluation of its kind is critical. Unless the programs meet parent needs, participation will not increase, and it may decrease.

CONCLUSION:

The most important single strength of the conference is the dedication of those that participated and conducted the workshops. They are the heart of the conference, and have shown the ability to develop, initiate, and maintain the conference, which required substantial efforts. Also, the conference has resulted in awareness, support, and participation. There also appears to be progress in the concept of motivating parents to become involved with the special education programs at the local level. All these factors should aid in the development of future parent education and training programs in the Navajo Nation.